

W A PERRY MIDDLE

2600 Barhamville Rd.
Columbia, S. C. 29204

GRADES 6-8 Middle School

ENROLLMENT 397 Students

PRINCIPAL Alfred Vanderpuije 803-256-6347

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	10	11

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No

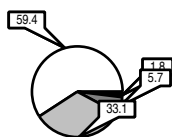
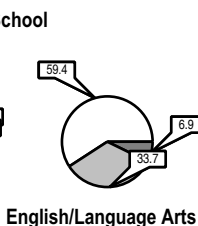
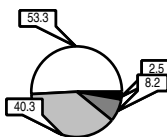
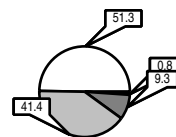
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

90.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	391	98.0	58.7	34.3	7.0	0.0	11.6	No	Yes
Gender									
Male	193	96.4	66.9	30.0	3.1	0.0	8.1		
Female	198	99.5	50.9	38.5	10.7	0.0	14.8		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	390	98.0	58.7	34.3	7.0	0.0	11.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	324	99.1	51.8	39.8	8.4	0.0	13.9		
Disabled	67	92.5	92.7	7.3	0.0	0.0	0.0	No	No
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	390	98.0	58.5	34.5	7.0	0.0	11.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	391	98.0	58.7	34.3	7.0	0.0	11.6		
Socio-Economic Status									
Subsidized meals	365	98.4	59.3	34.3	6.4	0.0	10.9	No	Yes
Full-pay meals	23	91.3	47.1	35.3	17.6	0.0	23.5		

Mathematics - State Performance Objective = 15.5%									
All Students	391	98.2	58.7	33.7	5.8	1.8	15.2	No	Yes
Gender									
Male	193	96.9	60.6	30.0	6.9	2.5	18.8		
Female	198	99.5	56.8	37.3	4.7	1.2	11.8		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	390	98.2	58.7	33.7	5.8	1.8	15.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	324	99.1	52.2	38.7	6.9	2.2	18.2		
Disabled	67	94.0	90.9	9.1	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	390	98.2	58.5	33.8	5.8	1.8	15.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	391	98.2	58.7	33.7	5.8	1.8	15.2		
Socio-Economic Status									
Subsidized meals	365	98.4	59.3	33.3	5.4	1.9	14.4	No	Yes
Full-pay meals	23	95.7	47.1	41.2	11.8	0.0	29.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	129	99.2	50.5	33.0	16.5	N/A	16.5
	Grade 7	142	98.6	46.7	47.7	4.7	0.9	5.6
	Grade 8	127	96.9	66.3	30.7	3.0	N/A	3.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	98.5	57.3	35.0	7.7	N/A	7.7
	Grade 7	126	97.6	57.9	33.3	8.8	N/A	8.8
	Grade 8	135	97.8	63.5	33.3	3.2	N/A	3.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	129	99.2	45.9	38.5	11.9	3.7	15.6
	Grade 7	142	98.6	62.6	29.9	5.6	1.9	7.5
	Grade 8	127	98.4	61.8	35.3	2.9	N/A	2.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	97.7	54.3	33.6	8.6	3.4	12.1
	Grade 7	126	97.6	58.8	34.2	6.1	0.9	7.0
	Grade 8	135	99.3	63.8	33.1	2.4	0.8	3.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 397)				
Students enrolled in high school credit courses (grades 7 & 8)	56.2%	Up from 21.2%	6.3%	14.6%
Retention rate	1.9%	Down from 3.6%	5.0%	3.0%
Attendance rate	96.2%	Up from 95.4%	95.7%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%		8.2%	5.3%
Eligible for gifted and talented	8.5%	Down from 10.9%	5.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	Down from 18.9%	14.9%	13.9%
Older than usual for grade	5.8%	Up from 5.6%	8.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 1.2%	1.8%	0.9%
Annual dropout rate	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	52.8%	Up from 50.0%	45.3%	48.7%
Continuing contract teachers	58.3%	Down from 63.2%	68.0%	81.7%
Highly qualified teachers**	86.2%	N/A	86.9%	90.4%
Teachers with emergency or provisional certificates	3.8%		17.2%	5.3%
Teachers returning from previous year	71.5%	Up from 65.4%	74.5%	85.1%
Teacher attendance rate	93.7%	Down from 95.8%	94.4%	94.8%
Average teacher salary	\$41,995	Up 9.9%	\$38,935	\$40,566
Prof. development days/teacher	10.6 days	Down from 15.2 days	11.1 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.3
Student-teacher ratio in core subjects	12.7 to 1	Down from 16.6 to 1	17.3 to 1	21.3 to 1
Prime instructional time	89.3%	Down from 90.2%	87.8%	89.3%
Dollars spent per pupil*	\$9,783	Up 4.2%	\$7,846	\$5,821
Percent of expenditures for teacher salaries*	64.9%	Up from 60.2%	60.0%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	75.0%	Up from 68.7%	89.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Starting the school year with the knowledge of 12 percentage points increase in Math on PACT from the previous year, and with a commitment to improve the school's performance on State Standardized Testing, W.A. Perry Middle School, during the 2003-2004 school year, focused on professional development and effective instructional activities that have shown proven results. We also intensified activities aimed at increasing our students' focus on student achievement, making them part of the process for school improvement.

The school, through grade-level initiatives, developed integrated units that provided opportunities for students to undertake project-based/technology instructional activities. These resulted in increased quantities of quality projects at all grade levels. In fact, twelve students represented the school at the Regional Science Fair sponsored by the University of South Carolina. In addition to the district's training on the Institute For Learning (IFL) objectives, the teachers received staff development on effective implementation of integrated units through the Co-nect implementation of the Comprehensive School Reform Demonstration grant (CSRDR).

To address and meet the instructional needs of all students, with the view to helping them improve at higher achievement levels (Basic, Proficient and Advanced), the teachers also received training for effective implementation of differentiated curriculum. With a focus and a commitment to increase academic achievement of special ed. students, and also to meet overall Adequate Yearly Progress (AYP), W.A. Perry initiated and implemented an inclusion student assignment plan whereby resource students were assigned into regular Math classes. To equip the teachers to do a good job, the regular and special ed. teachers were provided training in effective co-teaching methods and were also provided a common planning time. The students had first-hand experience and exposure to grade-level curriculum standards.

In line with the district's plan for schools to provide opportunities for students to improve their achievement during the school day/year instead of through summer school, the school implemented a comprehensive remedial plan that allowed students to be assigned additional core subject classes (in their subject area of failure during each quarter) for academic assistance and help. The beauty of this initiative is the fact that the areas of instruction in the additional established classes were related to the student's everyday classes and the after-school remedial classes. Secondly, teachers used their planning periods in teaching these classes (thanks to those teachers). Saturday remedial classes were also organized for 8th graders. Clubs such as cooking, academic bowl, youth court, etc. were also available to students through the after-school program. It is significant to note that as a result of these implementations and others, seven eighth-grade students, for example, were named as Middle School Scholars. Also, three students received awards from the Millenium Magazine. Trinity Episcopal Cathedral, a faith-based volunteer group for W.A. Perry, was named as volunteer group of the year by Richland School District One. Principal, Alfred Vanderpuije

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	87	34
Percent satisfied with learning environment	52.8%	61.2%	40.7%
Percent satisfied with social and physical environment	52.8%	58.5%	40.6%
Percent satisfied with home-school relations	20.0%	82.9%	54.8%

*Only students at the highest middle school grade level at this school and their parents were included.